

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Health Education Curriculum Guide

Grade 12

Adoption Date: August 15, 2022

Board Approved Revision Date:

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COURSE DESCRIPTION

The Mission of the 9-12 Health and Physical Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

The units include Human Relationships and Sexuality, Drug, Tobacco and Alcohol Abuse, and Sexually Transmitted Infections and Sexual Health.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Awareness, Exploration, Preparation, and Training. Career readiness, life literacies, and key skills education, when used in combination with standards-based content, ensures that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

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PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Human Relationships and Sexuality	12 lessons
2	Drug, Tobacco and Alcohol Abuse	10 lessons
3	Sexually Transmitted Infections and Sexual Health	12 lessons

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Unit 1: Human Relationships and Sexuality	Pacing Guide: 12 lessons	Standards 2.1.12.PGD.1 2.1.12.PGD.2 2.1.12.EH.1 2.1.12.EH.2 2.1.12.EH.3 2.1.12.EH.4 2.1.12.CHSS.1 2.1.12.CHSS.9 2.12.SSH.1 2.12.SSH.2 2.12.SSH.3 2.12.SSH.4 2.12.SSH.5 2.12.SSH.9 2.12.SSH.10
Essential Questions: <ul style="list-style-type: none"> • How do individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another? • How does technology impact the capacity of individuals to develop and maintain interpersonal relationships? • How can I have safe and healthy relationships with others? • What are various forms of violence and what can be done to reduce violence? • What are some typical causes of stress for teens and ways to relieve stress? • What is the impact on peer pressure? • What is Consent? (Positive Consent) • What ways can you prevent sexual assault? • What are some risky behaviors that will lead to an unhealthy lifestyle? 	Enduring Understandings: <ul style="list-style-type: none"> • How to have positive communication amongst peers • Acceptance of all genders, sexual orientation, disabilities, learning levels to foster healthy relationships • Understanding the unique challenges that members of the LGBTQ+ community and how to be an ally and an upstander to friends and classmates • Understanding risky behaviors in healthy and unhealthy relationships • Understanding of different opportunities to seek help 	
Summative Assessment <ul style="list-style-type: none"> ✓ Written Tests ✓ Currents Events ✓ Research Paper ✓ Multimedia Presentations 		
Formative Assessments <ul style="list-style-type: none"> • In Class Discussions • Group Work • Exit Tickets • Teacher Observation • Homework Assignments 		Materials <ul style="list-style-type: none"> • Chromebook

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<p>Suggested Activities: A wide variety of activities address learning styles of all students. These activities include but are not limited to:</p> <ul style="list-style-type: none"> • Discussion • Demonstration • Reading • Individual/group projects • Drawings • Posters • Collages • Work sheets • Role play 	<p>Differentiation for Diverse Learners</p>
	<p>Special Education/504:</p> <ul style="list-style-type: none"> • Provide students with essential vocabulary • Re-teaching and review • Graphic organizers • Scaffolding of assignments • Guided questions and note taking • Provide an outline for writing assessments
	<p>ELL:</p> <ul style="list-style-type: none"> • Use simplified text and summaries of content. • Use art visuals for students to respond to instead of text. • Provide copies of notes
	<p>At-Risk:</p> <ul style="list-style-type: none"> • Provide copies of presentations and notes • Extended time on assignments
<p>Suggested Materials:</p> <ul style="list-style-type: none"> • Google Slides • Current Events • YouTube Videos • EdPuzzle Videos 	<p>Suggested Websites:</p> <ul style="list-style-type: none"> • "Lgbtq-Inclusive Lessons and Resources." LGBTQInclusive Lessons and Resources, www.teach.lgbt/resources/for-educators/. • "5 Things You Should Know about Stress." National Institute of Mental Health, U.S. Department of Health and Human Services, www.nimh.nih.gov/health/publications/stress.
<p>Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> ➤ RST.11-12.9 ➤ 8.2.12.ITH.1, 8.2.12.ITH.3 ➤ 9.4.12.CI.1 ➤ CRP1, CRP3, CRP4, CRP5 	

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Unit 2: Drug, Tobacco and Alcohol Abuse	Pacing Guide: 10 lessons	Standards 2.1.12.PGD.1 2.1.12.PGD.2 2.1.12.EH.1 2.1.12.EH.2 2.1.12.EH.3 2.1.12.EH.4 2.1.12.CHSS.1 2.1.12.CHSS.9 2.12.SSH.1 2.12.SSH.2 2.12.SSH.3 2.12.SSH.4 2.12.SSH.5 2.12.SSH.9 2.12.SSH.10 2.3.12.HCDM.2
Essential Questions: <ul style="list-style-type: none"> ● What are the immediate and long-term consequences of risky behavior associated with substance abuse? ● What are the physical, psychological and social costs of substance abuse? ● How can I avoid using harmful substances? ● What are the physical signs of abuse or addiction? ● What do we understand about tobacco use/abuse? ● Can my family's medical history affect my future health? 	Enduring Understandings: <ul style="list-style-type: none"> ● Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries. ● Correlate increased alcohol use with challenges that may occur at various life stages ● Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy. ● Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis. ● Analyze the societal impact of substance abuse on the individual, family, and community 	
Summative Assessment <ul style="list-style-type: none"> ✓ Written Tests ✓ Currents Events ✓ Research Paper ✓ Multimedia Presentations 		
Formative Assessments <ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 		Materials <ul style="list-style-type: none"> ● Chromebook
Suggested Activities: A wide variety of activities address learning styles of all students.		Differentiation for Diverse Learners

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<p>These activities include but are not limited to:</p> <ul style="list-style-type: none"> • Discussion • Demonstration • Reading • Individual/group projects • Drawings • Posters • Collages • Work sheets • Role play 	<p>Special Education/504:</p> <ul style="list-style-type: none"> • Provide students with essential vocabulary • Re -teaching and review • Graphic organizers • Scaffolding of assignments • Guided questions and note taking • Provide an outline for writing assessments
	<p>ELL:</p> <ul style="list-style-type: none"> • Use simplified text and summaries of content. • Use art visuals for students to respond to instead of text. • Provide copies of notes
	<p>At-Risk:</p> <ul style="list-style-type: none"> • Provide copies of presentations and notes • Extended time on assignments
<p>Suggested Materials:</p> <ul style="list-style-type: none"> • Google Slides • Current Events • YouTube Videos • EdPuzzle Videos 	<p>Suggested Websites:</p> <ul style="list-style-type: none"> • "Centers for Disease Control and Prevention." Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, www.cdc.gov/. • "Home: Alumni in Recovery." Home Alumni in Recovery, alumniinrecovery.org/app/index.jsp.
<p>Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> ➤ WHST.11-12.2 ➤ 8.2.12.ED.1, 8.2.12.ED.5 ➤ 9.4.12.CI.1 ➤ CRP1, CRP3, CRP4, CRP5 	

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Unit 3: Sexually Transmitted Infections and Sexual Health	Pacing Guide: 12 lessons	Standards 2.1.12.SSH.1 2.1.12.SSH.2 2.1.12.SSH.3 2.1.12.SSH.5 2.1.12.SSH.7 2.1.12.CHSS.4 2.3.12.HCDM.1 2.3.12.HCDM.3 2.3.12.HCDM.4 2.3.12.HCDM.5
Essential Questions: <ul style="list-style-type: none"> • How does the decision to become sexually active affect one’s physical, social, and emotional health? • What are the responsible actions regarding sexual behavior that impact the health of oneself and others? • How to know the early detection strategies and regular physical exams that can assist in the prevention and treatment of illness or disease? • How does the decision to become sexually active affect one’s physical, social, and emotional health? • What are the responsible actions regarding sexual behavior that impact the health of oneself and others? • How to know the early detection strategies and regular physical exams that can assist in the prevention and treatment of illness or disease? 	Enduring Understandings: <ul style="list-style-type: none"> • Accessing and evaluating health information, products and services will improve a person’s ability to make healthy decisions and one’s quality of life. • Recognizing risk factors and applying risk reducing strategies can prevent health consequences. • Individuals need to express his/her sexuality in ways that are both healthy and responsible. 	
Summative Assessment <ul style="list-style-type: none"> ✓ Written Tests ✓ Currents Events ✓ Research Paper ✓ Multimedia Presentations 		
Formative Assessments <ul style="list-style-type: none"> • In Class Discussions • Group Work • Exit Tickets • Teacher Observation • Homework Assignments 		Materials <ul style="list-style-type: none"> • Chromebook
Suggested Activities: A wide variety of activities address learning styles of all students.		Differentiation for

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<p>These activities include but are not limited to:</p> <ul style="list-style-type: none"> • Discussion • Demonstration • Reading • Individual/group projects • Drawings • Posters • Collages • Work sheets • Role play 	<p style="text-align: center;">Diverse Learners</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Special Education/504:</p> <ul style="list-style-type: none"> • Provide students with essential vocabulary • Re-teaching and review • Graphic organizers • Scaffolding of assignments • Guided questions and note taking • Provide an outline for writing assessments </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>ELL:</p> <ul style="list-style-type: none"> • Use simplified text and summaries of content. • Use art visuals for students to respond to instead of text. • Provide copies of notes </div> <div style="border: 1px solid black; padding: 5px;"> <p>At-Risk:</p> <ul style="list-style-type: none"> • Provide copies of presentations and notes • Extended time on assignments </div>
<p>Suggested Materials:</p> <ul style="list-style-type: none"> • Google Slides • Current Events • YouTube Videos • EdPuzzle Videos 	<p>Suggested Websites:</p> <ul style="list-style-type: none"> • "Centers for Disease Control and Prevention., Centers for Disease Control and Prevention, www.cdc.gov/. • Parenthood, Planned. "Official Site." Planned Parenthood, www.plannedparenthood.org/. • "Resources." NJCASA, njcasa.org/ourwork/resources/. • "Amaze - Age Appropriate Info on Puberty for Tweens and Their Parents." Amaze / USA, 27 July 2021, amaze.org/.
<p>Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> ➤ WHST.11-12.8 ➤ 8.2.12.ITH.1, 8.2.12.ITH.2, 8.2.12.ITH.3 ➤ 9.4.12.CI.1 	

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